DOCUMENT RESUME

ED 272 659 CE 043 034

AUTHOR Egbert, Marie
TITLE Building Bridges: Vocational Educators and Developmental Education. TECHNIQUES.
PUB DATE Jun 85
NOTE 3p.
PUB TYPE Reports - Descriptive (141) -- Journal Articles (080)
JOURNAL CIT Lifelong Learning; v8 n8 p29-30 Jun 1985

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Bilingual Education; Community Colleges; *Developmental Studies Programs; *Educational Cooperation; Listening Comprehension; Listening Skills; Postsecondary Education; *Remedial Reading; Technical Education; Two Year Colleges; *Vocational Education; Vocational Education Teachers; *Vocational English (Second Language)

ABSTRACT

Vocational educators need to build bridges for student's transition into and success through the vocational program of their reasoned choice by communicating and cooperating with developmental education instructors. The major focus of the role of the vocational instructor in working with the developmental educator concerns assessment of students to determine who may require the services of the developmental education division. An example of how the vocational instructor can work with developmental education is the technical learning program for Indochinese students at Portland Community College (Oregon). Technical concepts, aural comprehension of shop commands and trade talk, technical vocabulary, and hands-on practices. The technical learning skills concept prepares students for success in technical career programs because basic concepts are written by the developmental education staff in easy-to-understand technical English with concepts and technical vocabulary coming directly from vocational instructors. Visual aids include chalkboards, overheads, written materials, and audiotapes developed by the vocational instructor or directly from classroom instruction. Vocational instructors supervise hands-on skills practiced in a supportive atmosphere and provide input for correct procedures and for tests similar in format and content to those given in regular technical programs. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED272659

TECHNíQUES

Building Bridges: Vocational Educators and Developmental Education

by Marie Egbert, Oregon State University

Vocational instructors at the community college level are faced with many chaallenges. One of the most overwhelming may be to instruct students with reading backgrounds which hinder their success in technical and vocational programs. Assistance with reading and communication skill instruction to these vocational students is necessary, but the importance of it may be overlooked by the students themselves. Determining the students' exact needs in vocational education and in developmental education, as well as how those needs are best served, becomes the focal point for services. Hopefully, a major portion of those services include communication and cooperation with developmental education instructors who may or will be providing services to the same students. This Technique addresses the need to build bridges for the students' transition into and success through the vocational program of their reasoned choice.

What can the role of the vocational instructor be in working with the developmental educator? The major focus of that role concerns the assessment of students to determine who may require the services of the developmental education division. Where are their students headed? What is their occupational goal? What are the routes they can take to get there? What are the strengths and weaknesses the student has in terms of reading, mathematics, and general communication skills? Is the occupational choice realistic in terms of these skills? What can the developmental educator do to help the student achieve that goal? When you have the answers to these questions, and in some cases have them documented, then you have a direct path for working with the developmental educator.

How can you, as a vocational instructor, work with the developmental education instructors using the information you or they have determined about the student? Let's look at an example from the technical learning program at Portland Community College which has been and is in the process of "bridging the gap" between academic/developmental and vocational/technical staff. In doing so, they have become highly successful in terms of student retention and employability training.

The student population at the current time in the technical learning program is primarily Indo-Chinese. Although students are goal-oriented, they have had little success in completing programs prior to the new emphasis placed on cooperative efforts between the vocational and developmental instructors.

First, the program was designed to respond to individual student needs. For those students entering the automotive trades, eight units of preparation were provided which have bilingual hands-on training and background information in the specific trade area. This was provided by the developmental tutor/specialist but designed by the vocational instructor. Four more units of preparation outside of the vocational classroom were available to those entering the machine technology programs. Second, group tutoring of students already in the technical programs was available in the vocational educational classroom or a nearby room. The materials which are used for all the tutoring sessions are those materials being used in the vocational technical programs. Adaptations in concepts were *not* made; adaptations in struc-

CE043034

HOW TO USE TECHNIQUES

Techniques can be reproduced without permission for use in workshops or general dissemination to staff. If you have an idea for Techniques, write for guidelines.

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

American Assn for Adult & Continuing Education

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

ture and in presentation of information was the key feature.

What does the technical learning skills consist of? Primarily there are four parts: a) basic instruction in technical concepts, b) aural comprehension of shop commands and trade talk, c) technical vocabulary, d) hands-on practices. The technical learning skills staff act as a liaison between the students, the vocational course, and you, the vocational instructor.

Why does the technical learning skills concept prepare students for success in technical career programs? Basic concepts are written by the develpmental education staff in easy-to-understand technical English with concepts and technical vocabulary coming directly from you, the vocational instructors. Visual aids are in continual use and include chalkboards, overheads, and written materials as well as audio-tapes which the student can take home. These may be some materials developed with the vocational instructor's input, or in the case of the audio-tapes, they are direct from classroom instruction. Hands-on skills are practiced in a supportive atmosphere, with "check-ups" by the "expert—you." Input for correct procedures for those hands-on skills is another area for your involvement. Responses from the students are continually demanded. Tests which are given in the technical learning skills program are similar in format and content to those which the student will encounter in their regular technical program. Input for those tests come, once again, from the technical instructors of the vocational programs.

The bottom line for the students is employability—are they able to function on the job when they complete the technical programs? When education of the developmental student is a cooperative venture between the vocational-technical instructor and the developmental education specialist, success for the students who have encountered learning difficulties is more possible than previously thought.

"Building bridges" for students' transition into and success in vocational programs becomes more realistic when the approaches used include understanding of the student as well as the instructional components in the vocational program. Communication and cooperation between vocational and developmental staff is a key to providing the services needed for a student to achieve the goal of the acquisition of employable skills.